A study on Inclusive education practices in the secondary Schools of Haryana State with emphasis on New Education Policy 2020

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

Shifali Garg

MRUMCDN012K220038

Under the supervision of

Dr. Parul Jhajharia

Dean Professor

Department of Management and Commerce
School of Management and Commerce

MANAV RACHNA UNIVERSITY

Sector-43, Aravali Hills, Faridabad

Year 2024

MANAV RACHNA UNIVERSITY

Declared as State Private University vide Haryana Act 26 of 2014

MANAV RACHNA UNIVERSITY

Sector-43, Aravali Hills, Faridabad

Date: 21/03/2025

DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis entitled "A STUDY ON INCLUSIVE EDUCATION PRACTICES IN THE SECONDARY SCHOOLS OF HARYANA STATE WITH EMPHASIS ON NEW EDUCATION POLICY 2020" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Management and Commerce under the School of Management and Commerce of Manav Rachna University, Faridabad during the academic year 2024-2025.

It is the work that is expected to be carried out under the supervision of Dr. Parul Jhajharia.

Further, it is declared that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

Shifali Garg

Registration Number: MRUMCDN012K220038

MANAV RACHNA UNIVERSITY

Declared as State Private University vide Haryana Act 26 of 2014

MANAV RACHNA UNIVERSITY

Sector-43, Aravali Hills, Faridabad

Date: 21/03/2025

CERTIFICATE BY SUPERVISOR

This is to certify that, the short synopsis entitled "A STUDY ON INCLUSIVE EDUCATION PRACTICES IN THE SECONDARY SCHOOLS OF HARYANA STATE WITH EMPHASIS ON NEW EDUCATION POLICY 2020" is an original piece of work done by research scholar Miss Shifali Garg under the supervision of Dr. Parul Jhajharia for the degree of Doctor of Philosophy in the Department of Management and Commerce under the School of Management and Commerce of Manav Rachna University, Faridabad during the academic year 2024-2025.

Further, it is certified that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

P Jhajharia

Supervisor 21/03/2025

Dr. Parul Jhajharia

Professor

School of Management and Commerce

Manav Rachna University

Abstract

The implementation of inclusive education at the school level is of utmost importance in order to guarantee equal educational opportunities for all pupils, irrespective of the variations in their requirements and backgrounds. The purpose of this study is to investigate inclusive education practices in secondary schools located throughout the state of Haryana, with a particular emphasis on the provisions and effects of the New Education Policy (NEP) 2020. In this study, we will investigate the extent to which the recommendations of the National Education Policy 2020 (NEP 2020) about inclusiveness are implemented, the difficulties that schools have when attempting to embrace these practices, and the perspectives of educators, students, and stakeholders. The present research will support inclusive learning environment through adaptation of student's curriculum, infrastructural change, and the awareness of the policy. The conclusion and Findings of the study will insights into filling the gap between efficiency and recommendations of NEP.

Keywords: Infra-development, New Education Policy, Adaptation of Curriculum.

SAMPLE CONTENTS

S. No.	Description	Page No.
1	Introduction	1-4
2	Literature Review	5-9
3	Description of Broad Area	10
4	Objectives of the Study	11
5	Methodology to be adopted	11-13
6	Expected Outcome of the Research	13
7	References	14-16

1. INTRODUCTION

The Statement emphasised that regular school settings with an inclusive nature are the most valuable measures of reducing prejudiced outlooks, forming warming cultures, constructing a comprehensive society, and achieving education for everyone, regardless of their physical, societal, intellectual, emotional, linguistic, or other circumstances.

In the year 2000, the World Education Forum was concentrated change and innovation in the in the education and teaching field all round the world. It is free from bias and rich sustainable environment. Based on this it is directed that related child should start their schools before the year 2015 specifically for the girl from weaker financial background.

2. Comparative description of NEP 2020 and the National Education Policy 1986

According to the demand of society and the economic set up various policies related to Education got evolutions and innovation. In this direction, two major initiatives i.e. The National Education Policy 1986 and the NEP 2020 has initiated by the government. These policies concentrated in improving the education system and holistic development of the students in India. Where NEP 2020 majorly initiated according to the contemporary situation in educational field in the country.

2.1 Goals and Aspirations of Education

The primary aim of the 1986 strategy was to enhance national unity via education and to ensure educational accessibility for the advancement of marginalized segments of society. The policy emphasized the objective of "education for every child" and regarded education as a vehicle for social equality and the empowerment of women. The 2020 strategy seeks to reform the education system to facilitate comprehensive student development, enhance their talents, and

equip them for future global prospects.

2.2 Transformations in educational structure

The 1986 strategy aimed to enhance access to primary education and provide compulsory schooling for all individuals. It established the groundwork for initiatives such as the Sarva Shiksha Abhiyan. Measures were implemented to enhance it for secondary schooling. The education system was structured according to the 10+2 paradigm. The 2020 policy supplanted the previous paradigm with a new structural framework of 5+3+3+4. This framework establishes Early Childhood Care and Education (ECCE) as a fundamental component of the national education system for the first time. The strategy seeks to cultivate cognitive and social competencies in children during their formative years.

2.3 Higher Education Landscape

The NPE 1986 empowered entities like the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) to restructure higher education. It focused on augmenting opportunities in higher education and advancing research. Conversely, the NEP 2020 advocated for the establishment of a "Higher Education Commission of India (HECI)" to enhance quality and flexibility in higher education. This entity will amalgamate the functions of the UGC and AICTE. The approach has emphasized multi-disciplinary education, providing students with greater flexibility in their employment options. Additionally, four-year undergraduate programs and vocational education have been incorporated into the school system.

2.4 Equity and Inclusivity in Education

The 1986 policy established specialized programs for children from disadvantaged groups, including Scheduled Castes, Scheduled Tribes, and females. The initiative aimed to guarantee educational access for socially and economically disadvantaged groups. The 2020 policy examines this objective from a more comprehensive viewpoint. This policy aims to enhance

inclusive education for children with disabilities, socially disadvantaged classes, and other marginalized groups. Dedicated teaching resources, digital educational technologies, and teacher training for these youngsters have been prioritized.

2.5 Vocational education and technological advancements

The 1986 policy had a restricted impact on technical education and digital resources. The policy sought to enhance educational quality via audio-visual methods and remote learning. The 2020 policy regards digital education and technical advancements as essential components of the education system. This strategy aims to advance online education, virtual laboratories, and the creation of the National Educational Technology Forum (NETF). It seeks to deliver high-quality education via digital platforms and cultivate technical competencies.

2.6 Function and advancement of educators

In the 1986 policy, educators were seen as the focal point of the educational system. Plans were established to enhance their professional development and training. The NEP 2020 aimed to enhance teacher quality and provide a comprehensive training structure. This initiative focuses on reforming teacher training institutions and enhancing the appeal and dignity of the teaching profession.

2.7 Investigation and Advancement

The 1986 policy aimed to advance research; however, no specific institutional framework was established for this purpose. The 2020 policy regards research and innovation as integral components of education. It advocates for the creation of the "National Research Foundation (NRF)", which will stimulate research and foster innovation across many educational domains. The NEP 1986 aligned with economic and social demands by reframe the educational system of the country. This aimed to avail educational access for each and every individual and promote equality in education. The New Policy 2020 parallelly enhance educational access while prioritizing skill development, quality, and inclusivity. This procures image of India in

front of international knowledge giants by enhancing multidisciplinary, holistic and flexible educational system. Hence, NEP 2020 serves the purpose of both 1986 policy and a visionary change in present and future education system.

Constitutional Amendment Act of 2002, referred to as the 86th amendment, Article 21A was clubbed into the Constitution of India. This provision ensures that all children between the ages of six and fourteen are provided with an education that is both free and mandatory. It was with this objective in mind that the Sarva Shiksha Abhiyan was launched with the intention of making elementary education accessible to all people in India. In order to enable students with disabilities to attend regular elementary schools, the Sarva Shiksha Abhiyan program initiated the creation of special accommodations.

Government drafted the Policy for Persons with Disabilities in 2006 with the goal of rehabilitating disabled people physically, educationally, and economically through means such as preventing disabilities, early detection, and intervention, counselling provision related to aids and appliances, enhancing vocational education, respecting disabled women, and preventing exploitation and abuse of disabled women. The policy guarantees the right to care, protection, and security for children with disabilities, fostering an environment conducive to their development with respect and dignity, and facilitating their participation in and access to education, health care, vocational training, and other opportunities, as well as the recognition of their unique needs. The initiative known as the Inclusive Education of the Disabled at Secondary Stage (IEDSS) was initiated in 2009 and is considered to be a significant program that has been developed to promote inclusive education at the secondary level.

People with disabilities have also benefited from the National Education Policy, 2020's emphasis on inclusive education. In order to guarantee less discrimination, more barrier-free access, and more useable rights for children with disabilities, it is important to shift from a

charity-based model to rights-based regulations and from a solely medical model to a biopsychosocial one.

Students in India's lower secondary school (Grades IX and X) are often aged 14–15, while those in India's upper secondary school (Grades XI and XII) are typically aged 16–18 (Biswal, 2011). Standard, grade, and class are all words that are used interchangeably to describe academic levels. According to the National Education Policy, 2020, students will spend 8 years in school overall: 3 years in pre-primary school (ages 3-6), 5 years in primary school (ages 8-11), and 3 years in upper primary school (ages 11-14). Grades 9–12 (ages 14–18) make up the secondary level of schooling.

3. LITERATURE REVIEW

Broer et al. (2005) looked at how persons with intellectual disabilities felt about the help they received from a paraprofessional in a mainstream classroom.

Eldar et al. (2010) evaluated the obstacles faced by inclusive education coordinators in accommodating students on the autism spectrum. Coordinators encountered challenges such as parents who did not believe in their child's potential for success and were unwilling to recognize their child's disabilities; a lack of a unified and proactive employment strategy; a lack of trust in educational staff; and insufficient authority, autonomy, and oversight in specialized issues, even though administrators had limited expertise in those areas. The perspectives of parents on the integration of children with special needs in regular schools were investigated by Bhargava and Narumanchi (2011). The results showed that most parents of students were in favor of their schools' efforts to include children with special needs; yet, they preferred that their children be taught in separate classes. According to Berwal (Bala, 2017), school stakeholders, such as SMC members, parents, and administrators, have a poor grasp of inclusion and the rights and opportunities that the Constitution of India provides to people with disabilities.

Mangope and Kuyini (2013) surveyed pre-service physical education instructors to learn about their opinions, concerns, and preparedness to teach students with special needs in inclusive environments. This study included ninety-six potential instructors for physical education. The results interpreted that majority is adhering their interests for inclusion criteria of the students with impairment and less developed. It was also found that many of the concerned teachers not have knowledge as how to provide an inclusive education to the students with disability. Hettiarachchi and Das (2014) conducted a study on the disabled students in Sri lanka as how they prepare and cope up with the students at schools. It is found that they are experienced and well trained to provide the inclusive education for disabled students. Teachers at north lanka scored higher due to the presence of the female experienced teachers and educators with sufficient training. But in north Lanka mostly male and less experienced teachers were found in the rural school.

D'Souza and Jament (2015) initiated his research to support educators in standard class students adhering the emotional and social wellbeing of the disabled students. The research showed that teachers in regular classrooms lacked the knowledge, skills, and training necessary to identify and manage students with special educational needs, but that they made personal efforts in spite of this by employing strategies like praise, motivation through rewards and incentives, listening-with-patience, self-regulation skills, sensitising these children, etc. Youngsters with sensory impairments and typically developing youngsters were studied by Asha and Lakshmi (2016), who analysed the effect of an intervention programme on peer acceptability. Results showed that the intervention plan helped youngsters with and without sensory difficulties learn to tolerate and appreciate one another. The research highlighted the importance of raising awareness among typically developing children about the concepts of impairment, needs, capacities, limits, and obstacles faced by children with impairment. The administrative, physical, and attitude hurdles to implementing inclusive education in Haryana's primary school

system were investigated by Bala (2017). The findings of the research showed that the stakeholders identified administrative barriers such as the faulty and inadequate appointment of special teachers, inadequate teaching-learning materials, lack of encouragement using technology to teach the children with disabilities, lack of autonomy, motivation, and training, as well as physical or infrastructural discrepancies such as drinking water, toilets, ramps, and floors, and attitude inconsistencies among general teachers.

Students academic performance and other growth is the indication of their teacher's professional development as per Ali and Hamza, (2018). This study was related to the Pakistani 40 thousand teachers from basic to 10^{th} class. It was found that when teachers are engaged in the teaching learning process with their active participation then students learning and academic performance enhanced and they were curious to learn new things.

Singal (2019) conducted a study on the contemporary initiatives of the new education policy and implementing it in well manner. It is found that qualitative teaching learning process of disabled students are still a challenge of the present education system. The government of India needs to take some stringent corrective measures and positive policy implementation. Ambika et al. (2019) assessed the efficacy of a planned awareness teaching programme designed to educate teachers in elementary schools about the prevalence of learning disorders in their students.

Kumar (2023), advocated that each student has equal right to get education with similar opportunity irrespective of other factors. It requires assistive technology, and special attention specially for the low income students. Sharma (2022), added about the National Education Policy (NEP) in his study that a systematised mechanism should ensure the equal opportunities, irrespective of student's religion, caste, socioeconomic position, or any type of physical limitations. Singh (2024), added in his teaching learning methodology about the inclusive

education. It requires teachers concentrate and understand the specific and educational needs of the students.

NEP 2020 hence prioritise the well structrured education in teaching learning program with well trained and experienced teachers with innovative pedagogies.

Kumar and Sharma (2024) asserted the proper implementation of inclusive education can grow up the less recognised societal groups. This policy effectively integrates underprivileged students into the mainstream, providing them with opportunities for an improved quality of life.

The government's goal is to ensure that all children have access to a quality education. The foundation of this policy is the belief that education is the key to achieving social justice and equality. While India has emerged as a leading global economy, it has yet to make significant progress towards creating a more egalitarian society in which every person can realise his or her full potential. The NEP announces the formation of a "gender inclusion fund" to increase India's capacity to deliver equal education for all citizens (Times of India, 2020), but particularly for girls. This is being hailed as a groundbreaking change.

2. OBJECTIVES OF THE STUDY

1. To study the level of awareness of teachers about inclusive education in the secondary schools of Haryana.
2. To explore the challenges in implementation of the inclusive practices as laid down in NEP 2020.
3. To study the schools implementation of provisions of NEP 2020.
4. To study the best practices of inclusive education.

4. RESEARCH METHODOLOGY

4.1 UNIVERSE OF THE STUDY

All government schools of Haryana will serve as the universe of the study.

4.2 AREA OF THE STUDY

The Indian state of Haryana will serve as the study's area. The state of Haryana is divided into six administrative divisions (Karnal, Faridabad, Hisar, Rohtak, Ambala, and Gurugram) by the Haryana Government. The following districts make up each administrative division:

Sr. N.	Divisions	Districts under devision
1	Ambala	Ambala, Kurukshetra, Panchkula, Yamuna Nagar
2	Faridabad	Faridabad, Palwal, Nuh
3	Gurugram	Gurugram, Mahendragarh, Rewari
4	Hisar	Jind, Sirsa, Fatehabad, Hisar,
5	Rohtak	Rohtak, Jhajjar, Bhiwani, Charkhi Dadri, Sonipat
6	Karnal	Kaithal, Karnal, and Panipat,

One district from each division would be chosen for the sample selection, namely Gurugram, Ambala, Faridabad, Rohtak, Hisar, and Karnal. These constitute the separation in and of themselves. Ten government schools will be selected from each district for the project.

4.2 RESEARCH DESIGN

The current thesis is exploratory in nature, and researcher will collected data from 10 selected schools at secondary level from every districts in Haryana and will get filled the questionnaire from teachers. Teachers at secondary school teachers (6^{th} to 10 class) in Haryana will be used as respondents. Different demographic variables and determinants would be evaluated to assess the impact and challenges of inclusive education and NEP through questionnaire.

4.3 DATA COLLECTION

The core data for the perceptual study will come from questionnaire with teachers of secondary schools in the Indian state of Haryana. Government organisation itself first in implementing the government policies like NEP, hence the government schools have been chosen for the study. The closed-ended questionnaire will be framed to compile the data acquired during the field survey. The questionnaire will be developed with the help of experts in the field. After that, a pilot study will be conducted using a suitable sampling approach to verify that the questionnaire's items are clear, pertinent, and complete. Once the pilot survey finished, necessary changes will be made to the questionnaire for the overall survey.

4.4 SAMPLING

With regard to the research, a method known as multistage cum quota sampling will be utilized. UtilizingIn order to carry out the intended research, a representative sample of 600 government teachers will be chosen using the Bartlett table. When it comes to the first round of evaluation, the state of Haryana in India will be selected. The subsequent phase would involve the selection of six administrative divisions, which would be as follows: Faridabad, Karnal, Rohtak, Ambala, Gurugram, and and Hisar. Ambala, Faridabad, Gurugram, Hisar, Rohtak, and Karnal are the districts that will be selected for the sample selection. A minimum of one district will be chosen from each division respectively. These are the building blocks of the division itself. For the study, ten public schools will be selected from each district. After that, ten instructors will be picked from each of the ten schools. This will result in one hundred responses from each district, for a total of 600 responses from all six districts in the state. Ahead, a questionnaire with closed-ended questions will be used to collect the data that was acquired during the field survey. During the last phase, researchers will analyze and evaluate the data that they have collected from respondents.

4.5. Tools and Techniques

The data related to study was received from the respondents will be analyzed using a technique called factor analysis specially factor analysis in order to evaluate the hypothesis. The analysis of the data acquired for this research will be performed using Excel, SPSS, and AMOS software. AMOS will be responsible for completing the Structural Equation Modelling assignment.

5. CONTRIBUTION OF THE STUDY

This research will conduct a thorough assessment of inclusive education techniques and the impact of the New Education Policy 2020 (NEP 2020) in secondary schools located in the state of Haryana. This study looks at the policy of guaranteeing that all children have the same educational opportunities within the context of inclusive education. It explains the significant changes that the new education policy has brought about and how these changes have affected schools. The National Education Policy (NEP) 2020 places a strong emphasis on inclusive education, especially for students who are physically challenged or come from low-income backgrounds. This study seeks to evaluate how well this policy has been put into practice in schools across the state.

This study will also ascertain the status of teacher training and resource management necessary for the effective implementation of inclusive education.

6. LIMITATIONS

The present research has been conducted using a structured questionnaire and recorded interview of the same, so the responses are merely based on the responded statements by the respondents. If the respondents' answers in the biased manner, then the real results may be affected in the study. Further, the findings of the study are limited to Haryana state only.

7. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

This chapter provides an overview of inclusive education and its significance in secondary schools. It delineates the significant focus on inclusion within the New Education Policy (NEP) 2020. The study's objectives, research topics, and significance are delineated. The research's limitations and scope are examined, establishing the groundwork for subsequent chapters.

Chapter 2: Review of Literature

This chapter examines the current research and literature on inclusive education at both national and international levels. It examines the obstacles in executing inclusive education, the responsibilities of educators, and the stipulations of NEP 2020. The existing research gaps in the literature are delineated to justify the necessity of the investigation. This chapter aligns with the study's aims.

Chapter 3: Research Methodology

The research methods chapter delineates the study's research design. This elucidates the research technique employed to examine inclusive education practices in secondary schools in Haryana. The chapter delineates the procedures for selecting schools and respondents, the instruments employed for data collection (including questionnaires and interviews), the data gathering process, and the methodologies for data analysis.

Chapter 4: Execution and Obstacles of Inclusive Education Practices

This chapter examines teachers' understanding of inclusive education and the execution of inclusive practices as per NEP 2020. It addresses issues faced by schools, including infrastructural deficiencies, resource scarcity, and obstacles related to stakeholders' attitudes.

The congruence between school policies and the objectives of NEP 2020 is also evaluated.

Chapter 5: Optimal Strategies and Case Analyses of Inclusive Education

The last chapter identifies and analyzes optimal approaches of inclusive education in secondary schools in Haryana. It comprises case studies of schools that have effectively executed inclusive methods. The chapter addresses pedagogical innovations, the function of school leadership, and community engagement in fostering inclusive practices.

Chapter 6: Conclusions and Recommendations

This chapter encapsulates the principal findings of the study and offers pragmatic solutions to enhance inclusive education practices. It proposes measures for the enhanced execution of NEP 2020, educator training, and infrastructure improvement. The chapter additionally emphasizes novel domains for subsequent investigation.

BIBLIOGRAPHY

UNESCO. (1994). Final Report: World conference on special needs education: Access and quality. Retrieved from Retrieved from https://unesdoc.unesco.org/ark:/ 48223/pf0000098427.

Biswal, K. (2011). Secondary Education in India: Development Policies, Programmes and Challenges. *CREATE Pathways to Access. Research Monograph No. 63.* Retrieved from https://eric.ed.gov/?id=ED522057

Broer, S. M., Doyle, M. B., & Giangreco, M. F. (2005). Perspectives of students with intellectual disabilities about their experiences with paraprofessional support. *Exceptional children,* 71(4), 415.

Ring, E., & Travers, J. (2005). Barriers to inclusion: a case study of a pupil with severe learning difficulties in Ireland. *European Journal of Special Needs Education,* 20(1), 41-56.

Singal, N. (2005). Mapping the field of inclusive education: A review of the Indian literature. *International Journal of Inclusive Education,* 9(4), 331-350.

Idol, L. (2006). Toward inclusion of special education students in general education: A program evaluation of eight schools. *Remedial and Special education,* 27(2), 77-94.

Horne, P. E., & Timmons, V. (2009). Making it work: Teachers‟ perspectives on inclusion. *International Journal of Inclusive Education,* 13(3), 273-286.

Eldar, E., Talmor, R., & Wolf-Zukerman, T. (2010). Successes and difficulties in the individual inclusion of children with autism spectrum disorder (ASD) in the eyes of their coordinators. *International Journal of Inclusive Education,* 14(1), 97-114.

Bhargava, S., & Narumanchi, A. (2011). Perceptions of parents of typical children towards inclusive education. *Disability, CBR & Inclusive Development,* 22(1), 120-129.

Berwal, S. (2012). Barriers to inclusive education for the disabled learners. *Journal of Teacher Education and Research,* 3(1), 98-108.

Mangope, B., Mannathoko, M. C., & Kuyini, A. B. (2013). Pre-service physical education teachers and inclusive education: attitudes, concerns and perceived skill needs. *International Journal of Special Education,* 28(3), 82-92.

Hettiarachchi, S., & Das, A. (2014). Perceptions of „inclusion" and perceived preparedness among school teachers in Sri Lanka. *Teaching and Teacher Education,* 43, 143-153.

D'Souza, M., & Jament, J. (2015). Providing effective support to teachers in addressing social, emotional and behavioural difficulties in mainstream classrooms in a Bangalore pre-primary school. Support for Learning, 30(3), 239-251.

Asha, S.C. & Venkat Lakshmi H. (2016). Peer acceptance of sensory challenged in an inclusive education environment. *Global Journal of Interdisciplinary Social Sciences,* 4(3), 44-47.

Bala, R. (2017). A study of administrative, physical and attitudinal barriers to inclusive education at primary school level in Haryana. *Ph.D. thesis*. Retrieved from https://shodhganga.inflibnet.ac.in/

Singal, N. (2019). Challenges and opportunities in efforts towards inclusive education: Reflections from India. *International Journal of Inclusive Education,* 23 (7-8), 827-840.

Ambika A., Vijayasamundeeswari, P. & David, A. (2019). Effectiveness of planned teaching program among primary school teachers regarding awareness of learning disabilities in children. *Journal of Family Medicine and Primary Care,* 8(12), 3845-3849.

New Education Policy (NEP) (2020). “Ministry of human resource development, government of India”, Available at: www.mhrd.gov.in/relevant-documents.

Times of India (2020), “Gender inclusion fund, spl edu zones in policy”, Available at: https://timesofindia.indiatimes.com/india/gender-inclusion-fund-spl-edu-zones-in-policy/articleshow/77252728.cms.

Sharma, B. (2022). "New Education Policy 2020 and Inclusive Education", IJRPR.

Singh, A. (2024). "Role of Teacher in Inclusive Education", Aarhat Publication.

Verma, S. (2023). "Challenges in Inclusive Education", ResearchGate.

Kumar, P. (2023). "Need for Inclusive Education", IJCRT.

Rathore, N. (2023). "Best Practices in Inclusive Education", Aarhat Publication.

MANAV RACHNA UNIVERSITY

Swami Vivekananda Library and Resource Centre
Manav Rachna University

SIMILARITY VERIFICATION CERTIFICATE

Title: A Study on Inclusive Education practices in the Secondary Schools of Haryana State with Emphasis on New Education Policy 2020

Researcher: Shifali Garg

Registration Number: MRUHCD/01/2k22 0038

Supervisor: Dr. Parul Thathaia

Department: School of Mgmt & Commerce

This is to certify that the above mentioned Short Synopsis/Thesis was scanned for similarity index through Drillbit Software on 21/03/25 with submission ID 3417932 and the similarity index was found to be 5%. The complete report running into 18 Pages, 4124 Word count with File Size 10.86 KB is being forwarded to the Research Supervisor/DRC/DRB for review.

Date: 21/03/2025

Manav Rachna University ★ Swami Vivekananda Library & Resource Centre ★ Faridabad
21/03/2025

The complete report of the above Short Synopsis/Thesis has been reviewed and the similarity index is below the accepted norms as per the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations 2018. The Short Synopsis/Thesis may be considered for further processing

Shifali
Research Scholar

PThathaia
Research Supervisor

Swami Vivekananda Library and Resource Centre, Faridabad ★ Manav Rachna University ★
21/3/2024

DrillBit

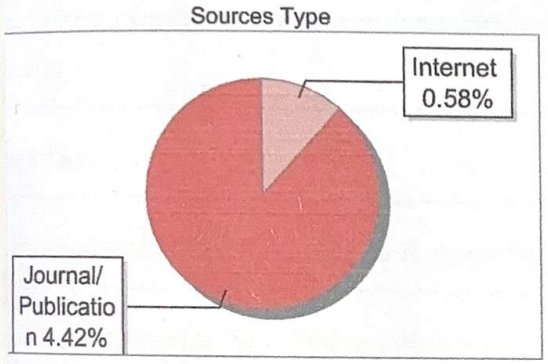
The Report is Generated by DrillBit Plagiarism Detection Software

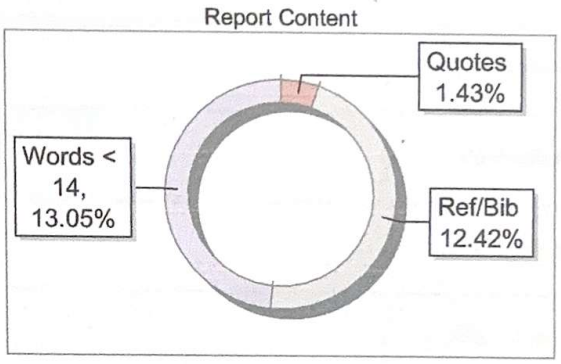
ubmission Information

uthor Name	Shifali Garg
itle	A study on Inclusive education practices in the secondary Schools of Haryana State with emphasis on New Education Policy 2020
aper/Submission ID	3417932
ubmitted by	netrapal.library@mru.edu.in
ubmission Date	2025-03-20 10:59:05
otal Pages, Total Words	18, 4124
ocument type	Synopsis

sult Information

ilarity **5 %**





clude Information

otes	Excluded
erences/Bibliography	Excluded
rce: Excluded < 14 Words	Excluded
luded Source	**0 %**
luded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File

Swami Vivekananda Library and Resource Centre, Faridabad ★ Manav Rachna University
21/3/2024

DrillBit

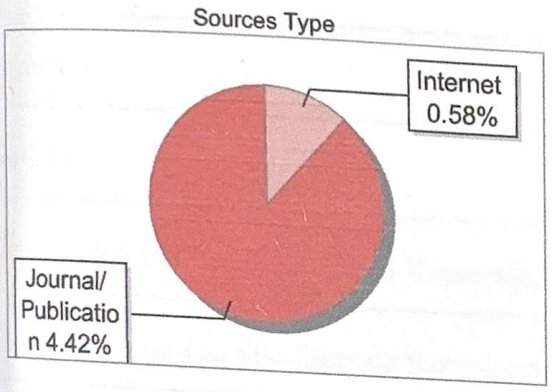
The Report is Generated by DrillBit Plagiarism Detection Software

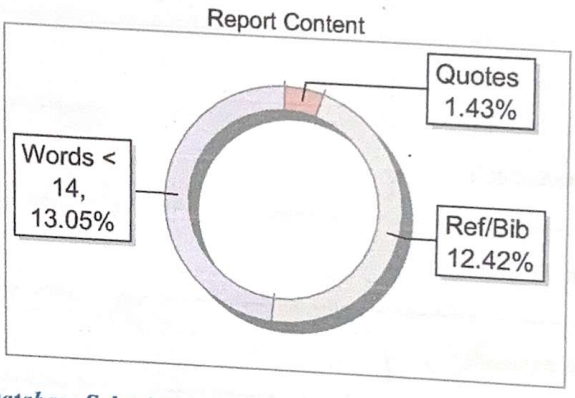
Submission Information

Author Name	Shifali Garg
Title	A study on Inclusive education practices in the secondary Schools of Haryana State with emphasis on New Education Policy 2020
Paper/Submission ID	3417932
Submitted by	netrapal.library@mru.edu.in
Submission Date	2025-03-20 10:59:05
Total Pages, Total Words	18, 4124
Document type	Synopsis

Result Information

Similarity **5 %**





Exclude Information

Quotes	Excluded
References/Bibliography	Excluded
Source: Excluded < 14 Words	Excluded
Excluded Source	0 %
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File

Manav Rachna University ★ Swami Vivekananda Library and Resource Centre, Faridabad ★
21/03/2025

DrillBit

Excluding matches less than 14 words

Similarity Report

5	9	A
SIMILARITY %	MATCHED SOURCES	GRADE

A-Satisfactory (0-10%)
B-Upgrade (11-40%)
C-Poor (41-60%)
D-Unacceptable (61-100%)

ON	MATCHED DOMAIN	%	SOURCE TYPE
	ournal.unnes.ac.id	1	Publication
	r.canterbury.ac.nz	1	Publication
	sc.academia.edu	<1	Internet Data
	n.wikipedia.org	<1	Internet Data
	iss.edu	1	Publication
	ansad.in	1	Publication
	Thesis Submitted to Shodhganga Repository	1	Publication
	Thesis Submitted to Shodhganga Repository	1	Publication
	ddceutkal.ac.in	1	Publication

Education and Resource Centre, Faridabad * Mahavir Vishwavidyalaya * Swami Vivekanda Library
21/3/2025

DrillBit

The Report is Generated by DrillBit AI Content Detection Software

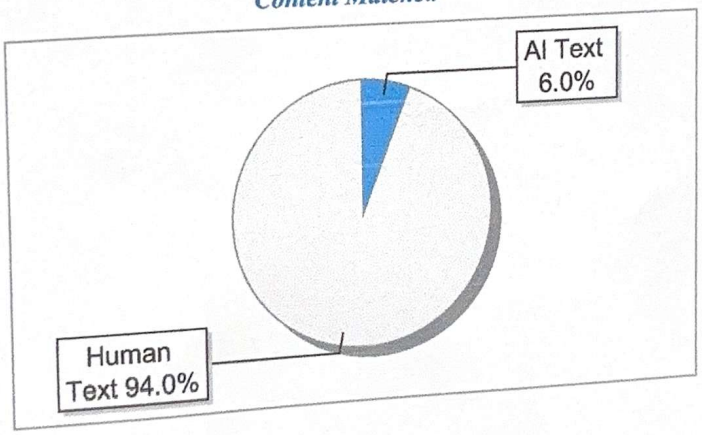
ission Information

or Name	Shifali Garg
	A study on Inclusive education practices in the..
Submission ID	3417932
itted By	netrapal.library@mru.edu.in
ission Date	2025-03-20 10:59:05
Pages	18
ment type	Synopsis

Information

t: 6 %

Content Matched



imer:

ontent detection system employed here is powered by artificial intelligence (AI) technology.
t always accurate and only help to author identify text that might be prepared by a AI tool.
esigned to assist in identifying & moderating content that may violate community guidelines/legal regulations, it may not be perfect.

Swami Vivekanand Library and Resource Centre, Faridabad * Manav Rachna University * Jyoti
21/3/2025

DrillBit

The Report is Generated by DrillBit AI Content Detection Software

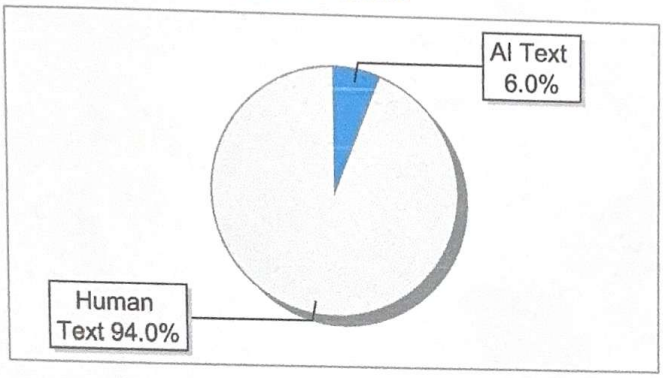
Submission Information

Author Name	Shifali Garg
Title	A study on Inclusive education practices in the..
Paper/Submission ID	3417932
Submitted By	netrapal.library@mru.edu.in
Submission Date	2025-03-20 10:59:05
Total Pages	18
Document type	Synopsis

Result Information

AI Text: **6 %**

Content Matched



Disclaimer:

- The content detection system employed here is powered by artificial intelligence (AI) technology.
- Its not always accurate and only help to author identify text that might be prepared by a AI tool.
- It is designed to assist in identifying & moderating content that may violate community guidelines/legal regulations, it may not be perfect.